

South Carolina Academic/Career Development Integration Activity

Title **It's About Time (EM-2)**
Subject **Math**

Grade Level(s) 3

SC Content Standard – Measurement: Grade 3. Standard 3-5. Through the process standards students will demonstrate an understanding of measurement by applying appropriate techniques, tools, and predictions.

Indicator: 3-5.8 Use clocks (digital and analog) to tell time to the nearest minute and to the nearest five-minute interval(s). (C3)

National Career Development Guidelines Goal/Indicator

Career Management GOAL CM4. Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance your employment.

Indicator CM4.K3. Recognize that a variety of general employability skills and personal qualities (e.g., critical thinking; problem solving; resource, information, and technology management; interpersonal skills; honesty; and dependability) are important to success in school and employment.

Career Development Objectives

1. Students will demonstrate the ability to use clocks to tell time.
2. Students will know that workers start and end their work day at a variety of times.
3. Students will understand the importance of punctuality and dependability at school and work.

Assessment

1. Students will correctly display stated times on an analog clock.
2. Students will recall typical hours of work (participation in class discussion, observation, and *It's About Time* worksheet).
3. Students will describe why it is important to be "on time" for school and work (participation in class discussion, observation).

Preparation

- Prior Learning—Instruction in using analog clocks to tell time
- Handouts/Worksheets—*It's About Time* worksheet
- Resources/Materials—Large analog clock
- Time Required—30 minutes plus homework and discussion time

Procedures

Part One

- In this activity, students will use an analog clock to display stated times.

- Review with students how to use an analog clock and set the time on it.
- Ask students to tell you what time the school day starts. Have a student set the time on the clock. Follow the same procedure for the end of the school day, lunch, and recess.
- Ask students what time they think teachers have to be at school (start and end of the teacher's work day). Have students set those times.
- Tell students that workers start and end the work day at different times depending on their jobs.
- For homework, have students ask their parents/guardians what time they (or somebody they know) have to be at work and when their workday ends. Students will complete the *It's About Time* worksheet for one worker.

Part Two — Career Development Connections

- Begin the discussion by asking students to share the start and end times of the workdays for their workers and have them display their worksheet *clocks*. Ask them to share what the job is, if they know it. List the information on the white board.
- Ask students what their *ideal* work hours would be.
- Extend the conversation to the importance of coming to work on time (being punctual) and being dependable. Explore some examples: What if the teacher was late? What if a firefighter was late? What if an emergency room nurse was late? What if any worker was late?
- End discussion by reminding students that right now school is their *job*. It is important for them to be dependable and punctual *workers*.

Crosswalks

SC Career Guidance Standard/Competency

Learning to Work Standard 4. Students will demonstrate a positive attitude toward work and the ability to work together.

Competency 4.1. Recognize the personal qualities of responsibility, dependability, punctuality, and integrity in the work place.

Key Employability Skills

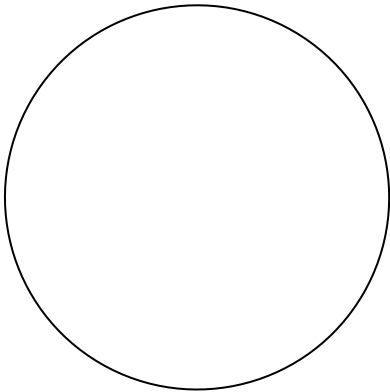
Personal Qualities—Responsibility

Managing Resources—Manage time

It's About Time

Directions: Draw 2 clocks. Show the time your worker starts the work day and ends the work day.

Starts Work Day At



Ends Work Day At

